

Parts-Whole Relationships

This strategy engages students in exploring the relationships between the parts and the whole of objects, stories, societies, ideas, etc. Students examine how parts contribute to the whole and how each part functions.

Teacher Preparation:

1. Identify the object or concept to be examined.
2. Prepare an overhead, poster, or other display of the set of questions for determining parts-whole relationships (6-6-2) OR make a copy for each student.
3. Make a copy of the graphic organizer (6-6-3) for each student.

Special Note: Modeling the Skill

Before introducing the lesson in which students will use this strategy, prepare a sample lesson and model the use of the graphic organizer all the way through.

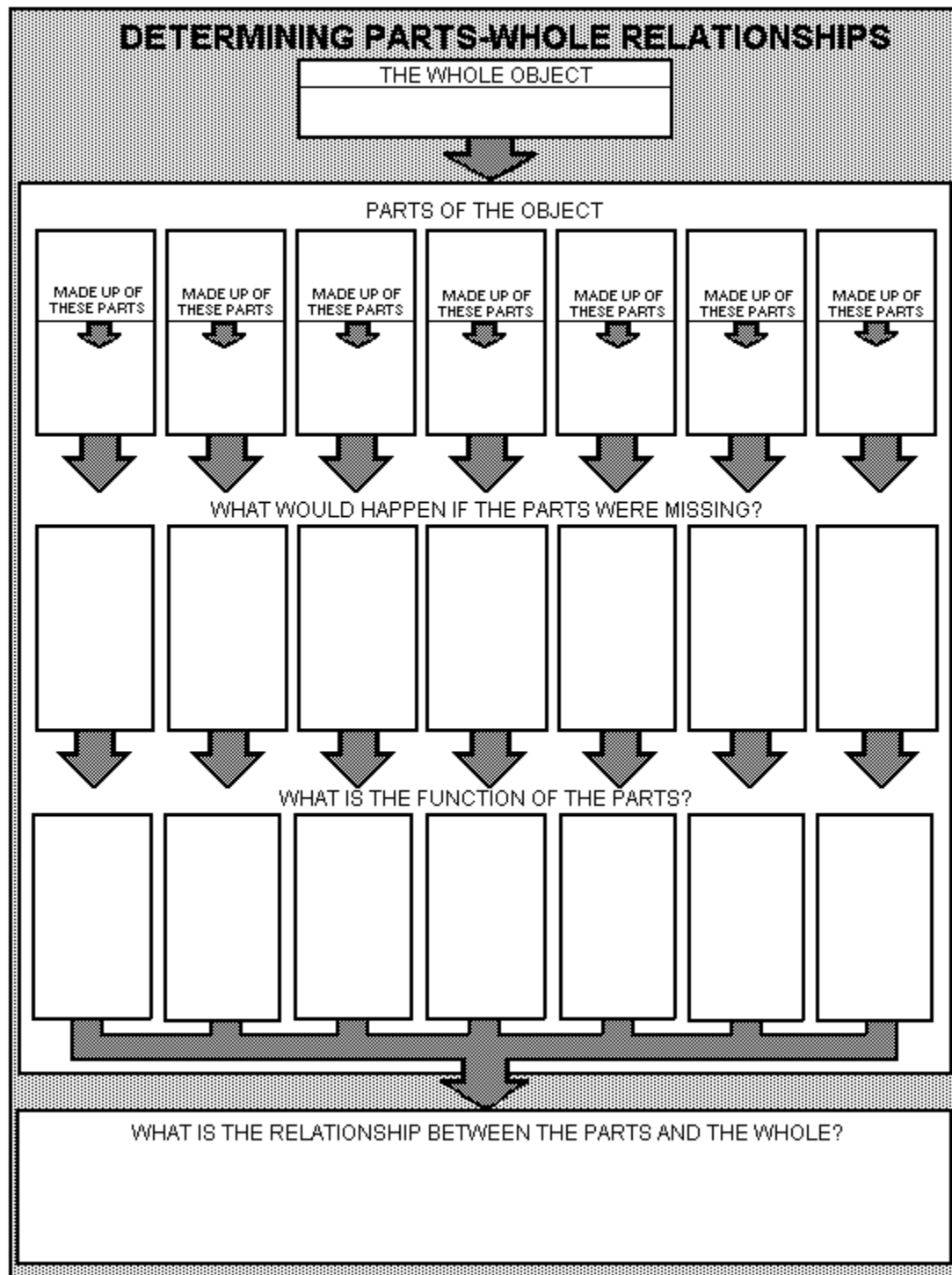
Lesson Plan:

1. Introduce, discuss, review, etc., the material from which students will draw their information.
2. Discuss the relationships between parts and whole, including:
 - Whole objects or systems are not just collections of their parts.
 - If the parts were combined together in different ways, something different would result.
 - The special relationship between the whole and its parts makes the whole what it is and allows it to function as it does.
 - Recognizing how parts contribute to the whole and how each part functions can help us better understand the world around us.
 - In many cases, understanding these relationships allows us to participate in sustaining and maintaining the system.
 - Understanding the function of the parts can contribute to our creativity, enabling us to combine them in new ways.
3. Review the Determining Parts-Whole Relationships questions (6-6-2).
4. Review the graphic organizer (6-6-3).
5. Students work their way through the process either individually, in small groups, or as a large group.
6. In a class-wide discussion, students share their work.
7. Assist students to draw conclusions from the organized information.

Determining Part-Whole Relationships

1. What smaller things make up the whole?
2. For each part, what would happen to the whole if it were missing?
3. What is the function of each part?

Swartz, Robert. *Infusing the Teaching of Critical and Creative Thinking into Content Instruction*, 1995.



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